

4-13-2009

## University of Northern Iowa Faculty Senate Meeting Minutes, April 13, 2009

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## SUMMARY OF FACULTY SENATE MEETING

4/13/09

### CALL TO ORDER

Chair Wurtz called the meeting to order at 3:20 P.M.

### APPROVAL OF THE MINUTES

Motion to approve the minutes of the 3/09/09 meeting by Senator Van Wormer; second by Senator Mvuyekure. Motion passed.

Motion to approve the minutes of the 3/23/09 meeting by Senator Neuhaus; second by Senator East. Motion passed.

### CALL FOR PRESS IDENTIFICATION

No press present.

### COMMENTS FROM INTERIM PROVOST LUBKER

Interim Provost Lubker noted that there is nothing to report on the state budget, but that UNI will be looking at some sort of a reduction.

Interim Provost Lubker related a recent incident involving a student that was not allowed to retake an exam after missing it due to attending a funeral has been discussed by himself and President Allen, and it has come to their attention that UNI's policy on these types of situations differs from Iowa's and Iowa State's. He distributed copies of all three institution's policies and asked the Senate to review them and provide input.

Interim Provost Lubker noted that he has been asked by President Allen to begin an evaluation of UNI's Liberal Arts Core (LAC). A committee is being put together to begin that effort, headed by Virginia Arthur, Associate Provost for Faculty Affairs, Executive Vice President & Provost and he would like eight to ten people to serve on the committee and asked the Senate to forward names to him by the end of the week, either senators or faculty recommended by the Senate, from which he will pick two. Discussion followed.

#### COMMENTS FROM FACULTY CHAIR, JESSE SWAN

Faculty Chair Swan informed the Senate that he was re-elected as Faculty Chair for the upcoming 2009-2010 academic year, and noted he is very honored to be selected, and thanked those that elected him. He noted that Charlotte Wells, History, has been appointed Secretary and Laura Jackson, Biology, has been appointed Parliamentarian.

Faculty Chair Swan noted that this is the meeting where the Faculty Chair presents UNI's nominees for the Board of Regents Award for Faculty Excellence. As Chair of the Faculty, he chairs a faculty committee that selects up to six nominations and this year the committee has selected six faculty members. Faculty Chair Swan reviewed the possible procedures of presenting those nominees to the Senate for review.

Motion to move into Executive Session by Senator Soneson; second by Senator Funderburk. Motion passed.

Motion by Senator Hotek to endorse the entire slate of nominees; second by Senator Mvuyekure. Motion passed.

#### COMMENTS FROM CHAIR, SUSAN WURTZ

Chair Wurtz noted that there is a letter on the Iowa Board of Regents (BOR) web page from a disgruntle former candidate for Iowa's governor expressing his dissatisfaction about UNI's decision to drop baseball from it's athletic program.

Interim Provost Lubker urged the Senate to look at the letter on the Iowa BOR website, and that the recommendation from the administration is to just let this issue lay.

#### CONSIDERATION OF CALENDAR ITEMS FOR DOCKETING

982 Add 680:040 "Women's and Gender Studies: Introduction" to Category 5A of the LAC

Motion to docket in regular order as item #888 by senator Funderburk; second by Senator Soneson. Motion passed.

983 Committee on Admission, Readmission and Retention 2008 Annual Report

Motion to docket in regular order as item #889 by Senator East; second by Senator Neuhaus. Motion passed.

## **NEW BUSINESS**

### **Academic Ethics/Discipline Policy Update**

Associate Provost Kopper updated the Senate on the Academic Ethics/Discipline Policy, noting that having worked through several student grievances recently she was concerned that it had been many, many years since those policies had been reviewed and felt that it was time for these to be looked at. The Undergraduate Appeals Board that has representatives of elected faculty members and students, as well as a few representatives from the graduate side, was convened and they discovered that the undergraduate and graduate policies are almost the same and they could be combined. This committee with both faculty and student representation is in the process of reviewing the Academic Ethics and Discipline policies. A draft will be brought to the Senator for review when that is complete, probably early fall.

Discussion followed.

### **UNI Faculty Diversity Issues**

Chair Wurtz announced that a conversation on UNI Faculty Diversity Issues will be the body of today's meeting, noting that she would like to make this a conversation about the everyday realities of minority status on the UNI campus for the purpose of creating a comprehensive and accurate understanding of the situation and to lay the groundwork for the Faculty Senate's role in future efforts. She noted that there are a number of piece-meal diversity efforts going on across campus that are not spreading and that by listening we could help work together towards an understanding. The Senate had hoped that a group of faculty leaders listening to minority needs would help provide a clear picture.

UNI faculty and staff members present for today's conversation were: Michael Blackwell, Director, Center for Multicultural Education and Adjunct, Department of Philosophy and World Religions; Jon Cox, Coordinator of Minority and Student Diversity Program, College of Business Administration; Consuela

Cooper, Assistant Director Admissions and Multicultural Recruitment, Admissions; Leah Gutknecht, Assistant to President, Compliance and Equity Management; Janet McClain, Director of Multicultural Initiatives in Teaching, College of Education and Instructor, Curriculum and Instruction; Douglas Mupasiri, Associate Professor, Mathematics and Administrative Fellow, Provost Office; and Juanita Wright, Assistant Director Financial Aid in charge of Gifting and Multicultural Relations.

A lengthy and lively discussion followed with members of the panel relating personal experiences while here at UNI as well as their thoughts and recommendations on how UNI can move forward in creating better relations and understanding between faculty, staff and students of color and their white counterparts.

Chair Wurtz thanked today's guests and stated that she will work with Senator Mvuyekure to do "White Paper, Chapter II" which will include what we've learned from today's session and circulate it to those present for review. She noted that today we got this far, where next, so the momentum doesn't get lost?

Ms. Wright thanked the Senate for having the panel here today, noting that it was a good opportunity to have some discussion and hopefully they will be asked back. She stated that this is the first time they've had the opportunity to discuss with the faculty and she would like to see more conversation because it is important as faculty are an integral part this whole issue of recruitment and retention of minority students, and you have to be involved in that.

#### ADJOURNMENT

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*DRAFT FOR SENATOR'S REVIEW*

### MINUTES OF THE UNIVERSITY FACULTY SENATE MEETING

4/13/09

1663

**PRESENT:** Megan Balong, Maria Basom, Phil East, Jeffrey Funderburk, Doug Hotek, Bev Kopper, James Lubker, David Marchesani, Pierre-Damien Mvuyekure, Chris Neuhaus, Steve O'Kane, Phil Patton, Donna Schumacher-Douglas, Jerry Soneson, Jesse Swan, Katherine van Wormer, Carol Weisenberger, Susan Wurtz

**Absent:** Mary Guenther, Julie Lowell, Jerry Smith, Michele Yehieli

#### CALL TO ORDER

Chair Wurtz called the meeting to order at 3:20 P.M.

#### APPROVAL OF MINUTES

Motion to approve the minutes of the 3/09/09 meeting by Senator Van Wormer; second by Senator Mvuyekure. Motion passed.

Motion to approve the minutes of the 3/23/09 meeting by Senator Neuhaus; second by Senator East. Motion passed.

#### CALL FOR PRESS IDENTIFICATION

No press present.

#### COMMENTS FROM INTERIM PROVOST LUBKER

Interim Provost Lubker noted that there is nothing to report on the state budget, but that the UNI Cabinet will be meeting for a special budget meeting Thursday afternoon. They do know that UNI will be looking at some sort of a reduction but do not know how big.

Interim Provost Lubker stated that he and President Allen have been having a considerable dialogue with the father of a student who missed an exam to attend his grandfather's funeral. The student was not allowed to take the exam. In the course of the dialogue the father pointed out that the other two universities, Iowa and Iowa State, along with a number of other universities, have written procedures in their academic materials that state that if a student misses an exam for a valid reason they will be allowed to take it. UNI does not have a policy stating that, only that it will be worked out. They are asking the Senate to review the procedures from the all institutions and let them know if UNI's is okay the way it is or if there should be a change, and if so, offer suggestions. He distributed copies of all three institution's policies for review.

Interim Provost Lubker noted that he has been asked by President Allen to begin an evaluation of UNI's Liberal Arts Core (LAC). This has been prompted by the Higher Learning Commission (HLC) to make sure we are doing things right and our LAC is a really good twentieth century LAC but it is now the twenty-first century. We need to look at it to see if it can be made better. A committee is being put together to begin that effort, headed by Virginia Arthur, Associate Provost for Faculty Affairs, Executive Vice President & Provost. He would like to have eight to ten people serve on the committee and is asking the Senate to forward names to him, either senators or faculty recommended by the Senate, from which he will pick two. He would like to have those names by the end of the week.

Senator Funderburk asked if Interim Provost Lubker has a time frame that the committee would need to work around.

Interim Provost Lubker replied that he realizes that everyone is burned out right now so he is asking for the committee to get organized and then over the summer committee members would individually examine best practices through the web. The committee will then come together in the fall with a set of best practices that they have been reviewing. The University of North Carolina just did something like this and it was spread out over three years. He noted that it is not an easy job.

Senator Soneson asked what role the Liberal Arts Core Committee (LACC) would play in this?

Interim Provost Lubker responded that they will play a role and that Siobahn Morgan, Coordinator of the LACC, would have to be on this committee, acting as the liaison between this review committee and the LAC. That is as far as they've taken it and they are open for suggestions.

#### **COMMENTS FROM FACULTY CHAIR, JESSE SWAN**

Faculty Chair Swan informed the Senate that he was re-elected as Faculty Chair for the upcoming 2009-2010 academic year, and noted that he is very honored to be selected, and thanked those that elected him. He stated that Charlotte Wells, History, has been appointed Secretary and Laura Jackson, Biology, has been appointed Parliamentarian. These are both positions appointed by the Chair of the Faculty and asked the faculty to thank them for agreeing to serve in these roles.

Faculty Chair Swan noted that this is the meeting where the Faculty Chair presents UNI's nominees for the Regents Award for Faculty Excellence. As Chair of the Faculty he chairs a faculty committee that selects up to six nominations. This year the committee has selected six faculty members. The Chair of the Faculty then presents those nominations to the faculty through the Faculty Senate as the delegated body to endorse. There are two ways that this can proceed, either by moving into Executive Session with the names being announced and any discussion taking place with a motion for endorsing the slate of nominees once the Senate comes out of Executive Session. Or he can present the six names to the Senate and ask for a motion to endorse the slate of nominees. If there would be any discussion, the Senate could then move into Executive Session and endorsing those nominees that are agreed on once the Senate comes out of Executive Session. Discussion followed.

Motion to move into Executive Session by Senator Soneson; second by Senator Funderburk. Motion passed.

Motion by Senator Hotek to endorse the entire slate of nominees; second by Senator Mvuyekure. Motion passed.

#### COMMENTS FROM CHAIR, SUSAN WURTZ

Chair Wurtz reiterated that Interim Provost Lubker would like names to him by this Friday to serve on an LAC review committee. Senators can self-nominate by sending their name to Interim Provost Lubker directly.

Chair Wurtz also noted that as far as the review of the policy for students missing exams, this can be reviewed by the Senate in the future.

Interim Provost Lubker added that we will be able to say that the Faculty Senate is reviewing this, and it is now in their hands.

Chair Wurtz noted that there is a letter on the Iowa BOR page from a disgruntle former candidate for Iowa's governor expressing his dissatisfaction about UNI's decision to drop baseball from it's athletic program. She received a message from the Faculty Senate Chair at Iowa State, alerting her to this. She had responded that the UNI Faculty Senate had taken the time to seriously look at concerns as to the role of



athletics on the UNI campus, and that Senate believes efforts are being made to work towards a balance here at UNI.

Interim Provost Lubker urged the Senate to look at the letter on the Iowa BOR website where emails are listed. It is a vicious letter, however, the administration recommends to just let this issue lay.

#### CONSIDERATION OF CALENDAR ITEMS FOR DOCKETING

982 Add 680:040 "Women's and Gender Studies: Introduction" to Category 5A of the LAC

Motion to docket in regular order as item #888 by Senator Funderburk; second by Senator Soneson. Motion passed.

983 Committee on Admission, Readmission and Retention 2008 Annual Report

Motion to docket in regular order as item #889 by Senator East; second by Senator Neuhaus. Motion passed.

#### NEW BUSINESS

Academic Ethics/Discipline Policy Update

Associate Provost Kopper updated the Senate on the Academic Ethics/Discipline Policy, noting that having worked through several student grievances recently she was concerned that it had been many, many years since those policies had been reviewed. This is something that produces a lot of anxiety for both faculty and students and she felt that it was time for these to be looked at. The Undergraduate Appeals Board, that has representatives of elected faculty members and students as well as a few representatives from the graduate side of things was convened. They discovered that the undergraduate and graduate policies are almost the same and they could be combined. This committee with both faculty and student representation is in the process of reviewing the Academic Ethics and Discipline policies. A draft will be brought to the Senator for review when that is complete, probably early fall.

Senator O'Kane remarked that two years ago a Senate commissioned a taskforce put together a proposal for an Honor's Code. He suggested that that Honor Code be looked at by the committee.

Associate Provost Kopper responded that that is being done.

#### UNI Faculty Diversity Issues

Chair Wurtz announced that a conversation on UNI Faculty Diversity Issues will be the body of today's meeting. She noted that she would like to make this a conversation about the everyday realities of minority status on the UNI campus for the purpose of creating a comprehensive and accurate understanding of the situation and to lay the groundwork for the Faculty Senate's role in future efforts. She noted that there are a number of piece-meal diversity efforts going on across campus that are not spreading and that by listening we could help work together towards an understanding. The Senate had hoped that a group of faculty leaders listening to minority needs would help provide a clear picture.

Chair Wurtz noted that in this conversation we will not worry about political correctness, however, we will be respectful and be able to say things as they are without offending. She used the example of talking with a student who had recently interviewed for a job and was asking for advice, if he should send letters to "the other three girls" that were also included in the interview. This student was not aware that he had created a category system in his head, that there was the adult male and then "the three girls" which includes the women that would be his supervisor. These were underlying structures that he was not aware of until she brought it to his attention, and he was appalled to realize that was how he was thinking. This is a lot of what goes on and she hopes this is the kind of thing that we can talk about today, the negatives that people do that they don't know they are doing. Many of us don't even know enough to see when we do it or someone else does it.

UNI faculty and staff members present for today's conversation were: Michael Blackwell, Director, Center for Multicultural Education and Adjunct, Department of Philosophy and World Religions; Jon Cox, Coordinator of Minority and Student Diversity Program, College of Business Administration; Consuela Cooper, Assistant Director Admissions and Multicultural Recruitment, Admissions; Leah Gutknecht, Assistant to President, Compliance and Equity Management; Janet McClain, Director of

Multicultural Initiatives in Teaching, College of Education and Instructor, Curriculum and Instruction; Douglas Mupasiri, Associate Professor, Mathematics and Administrative Fellow, Provost Office; and Juanita Wright, Assistant Director Financial Aid in charge of Gifting and Multicultural Relations.

Senator Soneson remarked that one reason that we want to have this conversation is that there are many faculty, many that are white males, that are blind to what goes on. They are looking forward to hearing ways in which there has been discrimination on campus and in the classrooms, and other aspects of our daily life.

Ms. Cooper recommended the book "White Privilege: Essential Readings on the Other Side of Racism" by Paula S. Rothenberg, a book she had to read for her masters degree which talks about the privileges, especially white males and females, have that they are unaware of. Understanding those privileges might be a way to have a better understanding of the privileges that students of color do not have. Since being here at UNI she has learned that a lot of minority students come to UNI with so many layers of baggage that professors in the classroom are unaware of and there needs to be some way figuring out how to have a better understanding of the trials and tribulations those students go through before ending up in a classroom. These students are not asking for special treatment because of their "baggage" but they just want understanding as to why they may act or react the way they do in certain situations.

Ms. Wright asked what questions the faculty have? They can give examples but they want to know what faculty wants to know.

Mr. Cox added that faculty questions are going to be more important because they want to make sure they are staying on focus. They can rant and rage from things from A to Z but A to Z isn't the issue; the issue will need to come from the faculty so they can pinpoint their answers.

Senator O'Kane stated that he doesn't get many diverse students in his classroom, specifically his ecology class, but when he does he's excited because he and other students in the class might get to learn something new. What he unfortunately finds is that more often than not the diverse students don't succeed at all in the course or don't do as well, and he wants to know how to fix this. There is no way for him to tell if it has to do with his behavior, the way he teaches, or the diverse students ability to absorb particular kinds of information, his

teaching style, he hasn't a clue. If someone like him could be educated to alter something, or what the diverse student needs to alter, it could then make it meaningful.

Senator Mvuyekure responded that it's not personal. He's lucky to get two students of color himself. It's probably because of the reputation some faculty have for high standards, being too demanding. He doesn't believe it has anything to do with students of color; it's what the professor's demand and student effort. He is the faculty advisor for the Black Students Union as well as the African Student Organization, and despite this, he's lucky to get one student of color in his class, which brings about diversity in learning and discussions. It could be his reputation as a demanding professor.

Senator O'Kane replied that it could be that but he's noticed one other thing that gets in the way of diverse students learning. The more different a student's speech pattern is from standard English, the more they will do poorly, and the more different they are in other aspects, either behavior or dress, also seems to indicate that they will not do as well. He did note that when he grades his tests, which are all essay, except for the first page he has no idea who's test he is grading, and he's pretty sure he's not being biased. There is a challenge, there's a disconnect. We want to improve diversity here but we also want the students we have here to succeed.

Interim Provost Lubker commented that a white kid from Alabama would do less well in Senator O'Kane's class.

Senator O'Kane responded that he sees that point but that he was thinking of a more urbane, inner city student.

Dr. Blackwell noted that he liked that point because he would say that the majority of his students are white, and that less than ten percent of them will do really well in the class. Some will do really badly, some can't write and will have problems. He cannot, and does not, move to the conclusion that the while they are different from himself, their whiteness somehow disables them from achieving and acquitting themselves at an A level in his class. He can't make the move that because they're from small town Iowa or a more cosmopolitan area that they're going to acquit themselves in a better way. He certainly can't move to say that because they're white they're doing poorly in the class. It depends on how you want to characterize it; is it because of their difference from himself, the instructor, or is it because they're not acquitting themselves well, they're not

studying, they may not be as well prepared so when they get to class they may not achieve as well. He cannot attribute it to anything intrinsic, or to their whiteness or their culture. When he has people of racial minorities in his class it just depends on the individual or the situation whether they acquit themselves really well or not. One has to be careful how one categorizes people. If Senator O'Kane is saying that the people that don't do as well in his class are always a particular type of people, then that becomes problematic and we have to look at a lot of different things that we cannot discern. How one teaches, what terms one uses, even the names used on tests, how one may identify more with the experiences and history of people that may be classified as different in class, all those things are up for grabs and things one can approach and utilize.

Dr. Blackwell added, another thing that he would like to say generally is that we can talk about individuals that are prejudicial or have certain biases or believe in certain stereotypes, or we can talk about discrimination in an institutional, procedural, structural or policy making way, and those are distinct ways of looking at it. We live in a very polite society and we don't want to point fingers at other peoples' cultural or we'd rather, in a polite society, dismiss or take it away from individuals and place it on the structure or the institution. We can do that but some people need to be called out for being prejudice, biased and making assumptions about students that make them uncomfortable. When it occurs on a regular or routine basis, those individuals need to be addressed somehow, and we need to have a system. It doesn't necessarily have to always go to Compliance and Equity or through a student grievance procedure, there can be other things set up where those people can be addressed that have those problems or those issues.

Mr. Cox added that that same individual will also have a number of stereotypical issues. He also commented on the psyche of the minority student, that a student of color already knows when they walk into a classroom. It's the non-verbal communication sometimes that's thrown off. While instructors can be pleased by having a minority student in class, all the student wants is to get the content of the class, get a good grade and get out. All of a sudden it becomes an issue of their own peers. If instructors assign group projects, how many times are those minority students welcomed into those groups? There is a minority student that will be graduating from the College of Business Administration with a high GPA and during the whole

time he was always the last one selected when it came to group projects and yet he had a high GPA.

Ms. Cooper added that students may do the work for you because they think you're not capable. She went through UNI's College of Business graduating with an undergraduate degree in Marketing so she has sat and been the only minority student in the class. And many times you become the spokesperson for all things minority. "Well, how do African Americans go shopping?" She knows how she shops but just because they are from the same culture doesn't mean she knows how someone down the street chooses to shop.

Dr. McClain noted that like Senator Mvuyekure and other instructors, she also many times has only one or two students of color in her classroom. What Ms. Cooper and Mr. Cox have been saying, she's observed, where white students tend not to choose students of color or international students. The white students may give the reason of not being able to understand the accent. Interestingly enough, white students have difficulty understanding her because that shows up on her student evaluations, along with other comments that have to do with her efforts in trying to make her course multi-cultural. Comments such as "if I had wanted to sign up for a ethnic studies course I would have done that" when she is trying to expose them to content that will make them more marketable in a very global society.

In terms of writing and communication skills between white students and students of color, Dr. McClain continued, she gets resistance and rejection when she corrects grammar and spelling. She also gets students complaining to her department head about how she grades their work. She even received a threat from a white male student who informed her that at his community college he was one of several students who was successful in getting rid of a professor who had marked his paper in a certain, unfavorable way. This was the result of the student not following her guidelines for a particular assignment. She even offered to come back in the evening to meet with that student because he needed help and that was what she was faced with. She's had white students who refused to identify her by Dr. McClain, Mrs. McClain, or Professor preferring to call her by her first name, Janet, which to her is disrespectful when she's identified how she'd like to be addressed. These are just a few of her examples of her experiences, not with students of color but with white students. While that might not be the experience of other minority faculty she wanted to share that

there are some issues. She is just trying to teach but for many white students on campus she is their first African American instructor in their whole K-12 and community college experience. There are some issues with being a faculty person of color in terms of relating to white students on this campus and you do have to deal with those individual issues. She has an issue with students of color being put in a position of educating white faculty or white students. She believes teaching is a relationship about relevance and presenting content, but she makes a point of doing a lot reading on her own and putting herself in workshops and conferences in order to gain information about the students she's working with. If she's working with Native American students or Hispanic, or from a different socio-economic status, she will go to a class or workshop, many times out of state to gain the information that she doesn't know. Or she may interact with other faculty who have expertise or personal experience and can give her that insight. It's an ongoing learning experience for her in order to do well as a faculty member.

Mr. Cox pointed out that Dr. McClain is willing to learn. One thing that came out when the College of Business had a panel of African American students is "where's the buy in?" Where's the buy in for white faculty? Where's the buy in for that white students that they're sitting next to to at least respect a different culture?

Chair Wurtz added, that except for illustrations Dr. McClain used of students complaining, she's experienced everything Dr. McClain has said. How do we tease out, is it gender? Is it skin color?

Dr. McClain noted that if you're a person of color, you have to tease out is it gender? Is it age? Is it ethnicity? Is it socioeconomic? She feels like the longer she lives she picks up another "ism" that she needs to deal with. Her reality is always at question, not by another African American, or a Hispanic, or a Native American faculty member, it's always by someone who's white.

Dr. Blackwell stated that he agrees with Dr. McClain, and added that by being male and black, when he speaks the "King's English", people that are white respond to him in way that they start to not like the fact that he can do that. If he's assertive in a lecture or in giving a grade and sticking to his "guns" it becomes a "he knows his stuff but..." and other things are added to the description of who he is, in addition to being

a big angry black male. It is very problematic. The first day of class where the majority of his students are white, he has to size up things, if he says a joke, will it be taken the wrong way? If he speaks strongly will students leave because they're afraid he's going to be a real hard taskmaster? Or does he speak softly and quietly and have other students say he's mumbling and can't speak? It's like walking a tightrope. We have to be dissuaded from those easy ways of thinking about people of color that we've come to. Any sense of logic would make one hesitate to just simply accept what's being said because some of the things are ridiculous, such as teaching a class that has nothing to do with ethnic and racial minorities but you may mention it one or two days and all of a sudden it becomes a course about people of color. And when your department head asks you about it you say it was only two days and he says that you talked too much about it. It becomes a way to characterize the course when it's not a central part of the course at all. Both faculty and students have a lot to learn in the process of how they evaluate and judge faculty members.

Ms. Cooper returned to the appearance of people, which, she noted, is the one thing that contributes to misconceptions, not just for minority students but also for homosexuals. A lot of times they are judged on their first appearance. Students of color that are homosexual have a double negative against them and instructors may look at them and perceive that certain things are going to come out of that student's mouth. Speaking from her personal experience, when she was a student often times she was the "bumiest of the bum." She's not a morning person and she would roll out of bed, often times wearing sweatpants hanging low. She had people comment to her that they never would have thought she was as intelligent as she is because of how she looked. But it was ok for her white counterparts to be in cut-off sweatpants and flip-flops year round. The minute she wore a hair-wrap and her sweatpants she was being unintelligent. Unfortunately it is in the African American culture to dress in baggier clothing and yes, it doesn't always look right for pants to sag but there are some very intelligent young men with very high GPAs who still don't pull their pants up. If you see her at the grocery store on Saturday morning you would have no idea that she has two degrees. This is something that needs to be worked on with the students of color, that there are certain ways that they should present themselves in public. There also needs to be an understanding that just because a black man does not have his pants pulled up it doesn't mean he's a thug. Or just because a young man walks into class in a pink shirt doesn't mean that all his comment are going to be feminine. Or



for the woman that dresses in a man's clothes, don't put her in a box. Sometimes we're so quick to see a person and put them into a box and then we're shocked when they do something outside of that box instead of taking them out of that box and being disappointed when they fall back into it. It goes back to what Dr. McClain said, take the time to become informed, watch BET, watch VH1, learn about these students and pick up a "Vibe" or "Essence" or a Hispanic magazine to learn more about the culture. These types of discussions are good but reading is fundamental. There are free learning experiences that take place everyday on this campus that you can take advantage of to learn why these students are the way they are in the classroom, or why they don't learn from being taught the "traditional" way. Some students of color have never had a white teacher; you may be the first white faculty teacher they've had. There's a level of intimidation on how to even approach the teacher because maybe the only white people they've seen all their lives have been the police and so they fear you. Some of it just needs to be a better level of understanding of their culture.

Ms. Wright noted that there are a number of the things that are going on here at UNI, such as a number task-forces and efforts, such as the Foundations of Excellence, and all these recommendations that are going to be coming about fairly soon. One of the things she heard today had to do with trying to connect students with faculty members. So how do you connect? Do you reach out? Do you look at that student, noting that he talks funny and dresses funny and think that he's not going to be successful so I'm not going to reach out to him because he doesn't appear to be intelligent. You have to make that effort to reach out. Start mentoring. Maybe that student has never even thought about going into the major that you teach. That might be the start of something that might help that student to think about going into that major. One of the myths that we see is that students of color don't like science or they're not good in science, which is the same thing we hear about women, they're not good in math or science so they're not going to tend to do well. Start doing some type of mentoring towards those students in your class. There are a lot issues, one of which is students in the classroom and how they behave in the classroom.

Ms. Wright noted that there is also the lack of faculty of color. We didn't have a lot to start with and we've lost quite a few, and we will lose even more this year because of the budget cuts. We have also lost staff of color, and not only have we lost them but we don't hire any more when we have the opportunity. What happens is that we try to find ways to not

hire them, saying that person of color is not as qualified as that white person, whether it's faculty or staff. We need to look at what we do when we are trying to fill positions at the faculty and staff levels. Students of color need to have other faculty and staff of color to be able to relate. If you don't have people students can relate to or see people who are in positions students aspire to be, how can students be influenced by them? You have to be able to see them. She tells students coming from San Antonio or Gary, Indiana that they are coming into a predominately white institution and they have to deal with the culture shock of coming to a rural, white institution. Students aren't told that there are a lot of minorities here. We need to take a look at what faculty can do for these students in the classroom but also what can be done in the colleges and in the departments to be able to increase their numbers. We're losing more and they're not being replaced.

Senator Patton stated that Ms. Wright has a very good point but he would like to carry it a step further and talk about a truly pluralistic global society. We haven't talked about the different statuses as defined by a wide variety of categories. We haven't truly talked about what the global world looks like. We're not talking about what we need for all students regardless of color, sexual orientation, gender or anything else. That's where he believes we ought to be focused.

Mr. Cox noted that if in looking ten to twenty years down the road, the population of the state of Iowa will definitely be changing. When looking at UNI's mission, diversity is defined as a number, not an attitude. That's how the administration and everyone else is defining diversity. He's been associated with UNI since 1986 and years ago when he was a freshman at UNI the BOR wanted UNI to have 8% minority, which has never happened. From an accountability standpoint, there has never been a priority when it comes to minority issues. It's never been a priority, just a lot of lip service. Sooner or later you have to make a decision, and then go with it. Too many times he's seen something that's been identified and it's pursued but then something else is added on and then that new thing is pursued. The next thing you know you're in a quandary, going around and around and around, like this conversation, we can go around and around about diversity. Mr. Cox noted that business students they had on a minority panel indicated that the bottom-line was the content of the course. It boiled down to the peers in their classroom. It boiled down to how would you perform with the spotlight on you every single day? When a department head makes excuses, where's the department head's accountability? In going

through the lines of sequence, at each level there's no accountability but on the other hand, people like him on the front lines find that there's accountability there.

Dr. McClain remarked that it also has to involve procedures and policies. When people of color are not around the table, because they don't always get invited to the table, what goes on when they're not present in terms of hiring or admittance to programs? Who's making those decisions? It has to do with accountability and true commitment.

Dr. Mupasiri commented that the most important thing this institution can do is to have the buy in of the faculty and those people making decisions; that this is an important issue. To him it is the place to begin. The reason he says that is that if you can get the will of the people to do this it can be done. He began teaching mathematics in the mid-80s and at that time there were very few female students, a little more than twenty years ago. There was recognition on the part of the government, as well as the National Science Foundation to increase the number of females in mathematics. All you have to do is to go into a calculus class here at UNI now and see how many female students there are. That number has increased. What really happened? Was it that female students couldn't do calculus before the mid-80s? It simply has to do with a change of attitude, it has to do with the acceptance of the fact that we're dealing with stereotypes not facts, and it also had to do with the fact that the mathematical community recognized out of their own need to survive that there was no way that they could keep the profession going with the numbers that they were being faced with without doing something about this pool of talent, this female pool of talent. Go into the Mathematics Department today and count how many faculty members are female. These things can be done but you have to have the will to do it. The question he has is do we have the will to do the kinds of things we're talking about? When students come to our classes and struggle, do we take the time to find out why they are struggling? There may be a whole range of issues and we may have to do interventions for students in our classrooms. This has nothing to do with being minority students.

Dr. Mupasiri noted that he teaches graduate level courses and students that come from other four year colleges often times have the same difficulties that students that come from small colleges outside of UNI have. He has a couple of grants that he uses to recruit minority students and it turns out that some of the ways they are using to intervene and help provide

supplementary services for minority students are precisely the same kinds of services that a lot of other students are demanding. He gets students that are not minority students coming to him asking if they can be part of the help sessions he holds for minority students. We have to be a lot more imaginative about how we approach these issues and try to really look for solutions that go beyond stereotypes. How are we going to survive if we ignore this huge pool of students that we could potentially tap and bring into the university? The hope for him is if we buy into this and believe this is something that we can do, it can be done.

Ms. Wright stated that one of the tasks that the university has and hasn't been able to define is, what is diversity? The representation here today is of faculty and staff of color to talk about students and faculty of color. But when you look at the term "diversity" and how do you define it? It encompasses a whole lot of things. What really needs to be done is to look at and define it. We talk about the globalization, and yes, that's important. We talk about the homosexuality and that's a whole other issue. We talk about women's issues; that's also a whole other issue. Within the whole term of diversity you have a lot of definitions, and there are a lot of things that come under diversity. In looking at all of this, how does that all play into the strategic plans for your college, for your department? We are concerned with people of color, and we're also concerned with the other groups but we all have our own areas that we're going to pursue. The term diversity bothers her because when looking at diversity people of color gets diluted. We have to be careful that we don't dilute the issues. There are a lot of issues that are important on this campus. We need more students of color. We need more staff of color; we need more faculty of color. We need a definition of what is diversity, and the university doesn't have one, and a definition of how that applies to the colleges. The colleges should be working on their own strategic plans for diversity. We haven't had that before and she's glad that there's some work going on in that area.

Dr. Blackwell noted that he wants to make sure that his presence here today is not going to be diminished because diversity is such a broad area. It was his understanding that he was to appear here today to talk about racial and ethnic minority issues. He can talk about other issues such as sexual orientation, the disabled and people who are challenged in a variety of ways because it's a fact that the majority that suffer from those things or experience certain things are

categorized in those ways that people of color are around the whole world. We want to sometimes think that when we say the word "woman" we're only talking about a white woman. When we say the disabled we're talking about white disabled people. When we're talking about sexual orientation we're talking about people who are white. That's not the case. There are a lot of people of color, and the majority of those people in the world are people of color. There are billions of people in the world that we, as a society that's predominately white, are going to have to get used to.

Again, he doesn't want to feel diminished and his experiences diluted because he's talking out of his experiences as a black male here on campus. His personal experience about three years ago here on campus was in a division where the executive group was predominately people of color. The others are all gone and he's the only one left. What does that mean when people are moved into positions internally in a predominately white institution? It means that people are going to be getting into positions of power and authority who are white, and it's going to stay like that unless we do something, and do it in an urgent and desperate way. It's always convenient to have a conversation about race, and when we bring up race we always have to other "isms" and we become not as focused on race. We need to look at race and see if we can find a way to help address and redress issues, and use that as a way to address other issues where people are being treated insensitively because they are categorized in certain ways. He's here today to talk about race. You can bring a group of people here later to talk about gender, another group to talk about ability, because you need to do that and they need to have their voices heard also. But when he's asked to express his voice about race and ethnic minority situations, that's what he's going to do. He asked that that be respected and to not try to diminish it by all of sudden making it seem that because we're talking about it that we don't care about other issues. We care about those other issues, too, because there are a lot of "us" in those groups, too. He asked to please not diminish his experience when he is here to talk about this particular issue. If the discussion was to be about diversity around the world then maybe other people should have been brought here as well. But if we're talking about racial and ethnic minorities, please, let's do that. We can then talk about the others at another time, and invite him back because he has things to say about maleness that he believes are problematic in our society. He also has things to say about how disable people are treated after having experienced it first hand.

Chair Wurtz stated that she may need to apologize as she thought when she issued the invitation she had given examples that were across several categories. If she misrepresented that, she apologizes, as it was never the Senate's intent that this would be just one issue.

Senator East commented that a number of thoughts occurred as he was listening, most of them questions. Does UNI have a mechanism, or should they, for helping faculty who express a desire to have their behavior analyzed to see if they are doing something that they should change? It's not at all clear to him that you can figure out what you're doing wrong by going and reading someone else's experiences. If we really want to allow that to happen it may be that UNI needs to have a mechanism whereby we can help people who express a willingness to be helped. Maybe we need to have a mechanism for students to identify faculty that they feel need that kind of help, whether they want to ask for it or not. If UNI wants to have this as a priority, we need to be thinking about things like this. It's not at all clear to him that the Faculty Senate, having no budget or hiring power, can make those decisions but we can certainly take a stand and say that we think it should be a priority.

Senator East continued, noting that this is an educational institution, and we ought to be teaching students to overcome their prejudices. They have them; everybody has them. Our brains make categories and put people in them. That happens automatically for everyone. Most of us don't realize that. As an educational institution we can talk about that, and maybe we need a Liberal Arts Core redefinition that includes a required common experience for all of our students to deal with these kinds of issues, because they don't come up generally. But we do want to be careful about that.

Ms. Gutknecht stated that she first wants to respond to Senator East's question. To her knowledge, no, we don't have a magic answer. Her question back to everyone is if we had it, would they come? The Office of Compliance and Equity Management offers training every year on preventing harassment and we're lucky to get six faculty participating a year out of a total of around three hundred. There are special sessions targeting faculty and they won't come.

Senator East reiterated his suggestion, that it wasn't a matter of training being provided, it was when someone makes that

request to make it known that we have someone that is available to come and help. He thought it should be more one on one rather than some type of class.

Ms. Gutknecht replied that there are times when it's not proactive but possibly you've offended someone in your class and they've visited the Office of Compliance and Equity Management. They're not wanting to file a formal complaint but they're seeking out an opportunity to get that professor to understand how they're impacting students in the classroom. Often times a student will give her office permission to call that faculty member in to discuss things, just attempting to make them aware. Sometimes that goes over well and other times they've become the "devil" because they were simply trying to help someone understand how they're coming across in the classroom. We can offer these things but it's really a two-way situation, you have to be open and willing to have that dialogue.

Ms. Gutknecht responded to Senator Soneson's question as to what can we do? She noted that there are some really simple things that we all can do, and a lot of that is challenging one another, including challenging up through the ranks, to pay attention to even the most simple things. There are a number of simple things that come through her office that they shouldn't still need to deal with. As an example, a search committees comprised of four white males, ages 45 to 55; that's who that department is going to let make the decisions for hiring faculty. As Ms. Wright said, how can we expect students to come here when we're not making a concerted effort to make sure we hire people that are different from ourselves? She sees all of the hiring and she knows how often UNI hires people like ourselves. Even with her office holding departments accountable for their reasons of non-selection, it still happens.

Ms. Gutknecht urged the Senate to begin by challenging themselves and challenging their colleagues, department heads and deans to think outside the box. Get creative with search committees. They don't have to be the same four people, they can be outside your department, they can be undergraduate or graduate students, they can be people from the community or agencies that your department works with. Get creative with where you recruit and how you recruit. We fall into the same lines of thinking because we've done it that way for so long.

Ms. Gutknecht noted that UNI has a diversity summit coming to campus next week, which she is chairing. It is a consortium for the state of Iowa's universities and colleges with people coming

from all over Iowa. She ordered three hundred UNI folders for this conference but had to send them back because the photos on the cover representing UNI depicted sculptures and flowers on campus, as well as a picture of the UNI Cheer Squad, both male and female, all white, and picture of Dr. John Fritch teaching a classroom of all white males except for one female. When she questioned Public Relations as to why that folder is what we have she was criticized for being "hypersensitive." We have to get into this together and we have to start questioning things like that, and we have to start pushing back. We have to be that constant voice, and it does tire you out but you've got to keep after it.

Senator Neuhaus stated that he came to UNI from North Carolina and before that Detroit, and the first thing he thought when he came to Iowa was that it was all "white folks." And it really is. Recently there have been a number of high schools visiting the UNI Library, and in all of those twenty high school groups there were no persons of color. One of the big problems we have here is that we're in Iowa. The kids in the state have been pretty insulated, but we can hope that the media is somehow giving them a bit more of a diverse outlook. But in working with them he still senses that they haven't been exposed to a whole lot. We have a lot of incentive as an institution right now to increase enrollment, and we're not going to increase it a whole lot from Iowa because there aren't a whole lot of Iowan's to go around. If we're going to pull from other areas we have to ask people why they want to come to Iowa? Honestly, for a person of color he's not sure what the answer would be. He's amazed that we get some of the kids that we do such as those from Texas. The winter weather has to also play a factor in those students staying here. We have to think about where we are right now and how can we make this right? He's excited about the new Provost coming in and hopes that that will make a little bit of a difference.

Senator Van Wormer noted that the African American students in Social Work do well and they have some outstanding students. This may be because it's a profession and they're professionally orientated. The ones with problems have to do with the economic pressures, which are really bad. Some of their students works job forty hours a week, which is true of some of the white students as well. But there are probably more economic pressures on minority students, which may involve missed classes and a lot of family responsibilities as some are non-traditional students with families.



Senator Van Wormer illustrated how Native American faculty are recruited at Duluth, Minnesota. They identify those students and groom them, encouraging them to pursue their doctorate degree and to return to teach. They hire them before they have finished their doctorate program. This is something UNI could do with our graduate students that have demonstrated high academic standards.

Senator Mvuyekure noted that he really appreciates this conversation, and that recruitment and retention of faculty of color is something he doesn't want to see diluted. We will be able to retain students of color if they can see themselves reflected in our faculty and staff.

Mr. Cox commented that communication is important. We've all experienced similar situations. Having a possible class that offers the different situations students go through may bring a bit of light in getting to that buy in or having accountability. The other important thing is coordination. It mystifies him as to how fragmented we are here on campus. He is part of a diversity advisory committee and no one here today is part of that. The Senate has the power.

Ms. Wright added that we have the power of the pen and the power of the word.

Mr. Cox agreed with Ms. Wright. While we might not all have been on the same page today, he applauds the Senate for bringing it to the table and asked that this not be the last time for such a discussion. There are things that we need to flush out and it's not going to be easy but we need to do it. He also suggested that when working in groups, it might be a good thing for the professor to make those group assignments instead of leaving it up to the students.

Senator Schumacher-Douglas added that for the past three years in Curriculum and Instruction they have had a strategic plan, and of the five goals that they've set three years ago, one was to improve diversity initiatives with faculty, students and staff. Some of the things they've done include professional development for faculty at least one per year. They have asked that all faculty look at their curriculum and look at their classroom activities, look at the way they present things, and try to make one effort to address diversity in a way that's appropriate to their course and to modify or enact more activities. They've also looked at recruiting and the amount of recruiting it takes to get someone here and to then not offer

them the position takes the wind out. They have tried to get the word out that the white faculty in the department would like to go out and help recruit. Student recruitment is another effort they've addressed. They don't have a lot of diversity in their department but they're willing to go out and work at letting it be known that they're ready and willing to learn as well as be partners with students that come to campus. For a while it didn't sound as though anyone else on campus was doing anything but now there are lots of initiatives and it's heartening, and they also want to make those connections from grassroots up, and from top down.

Chair Wurtz offered a huge thank you to today's guests. What happens next is she will work with Senator Mvuyekure to do "White Paper, Chapter II" which will include what we've learned from today's session and circulate it to those present for review. This day got us this far, where next, so the momentum doesn't get lost?

Ms. Wright thanked the Senate for having them here today. It was a good opportunity to have some discussion and hopefully they will be asked back even with their assertiveness. They are all very passionate about what they do and we all have a stake in this whole issue. Because they do speak out, sometimes very vocally, they are labeled, and sometimes that label is not very flattering. Many of them have had a lot of experiences, some not very pretty or pleasant, but they do speak from the heart and from their experiences. This is the first time they've had the opportunity to discuss with the faculty and she would like to see more conversation because it's important. The faculty are an integral part this whole issue of recruitment and retention of minority students, and you have to be involved in that.

#### **ADJOURNMENT**

Motion by Senator O'Kane to adjourn; second by Senator Schumacher-Douglas. Motion passed.

The meeting was adjourned at 5:05 P.M.

Respectfully submitted,

Dena Snowden

Faculty Senate Secretary